

# Résumé

Christopher Waugh

The full version of this résumé, complete with images and video evidence is available online at the address  
**[www.chris.net.nz](http://www.chris.net.nz)**

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## WELCOME

In the following pages you will see all the evidence you will need to verify that the strong terms in which I describe myself are no hyperbole. You will also discover that my drive for personal excellence spans the breadth of the personal, physical, academic and professional. On meeting me in person what I hope you'll discover is my enduring enthusiasm and authenticity. I really am a man who lives life with verve.

## PROFESSIONAL STATEMENT:

I am passionate about teaching and learning. I have a very strong belief in the powerful influence a good teacher can have on the human development of a teenager. I teach from a standpoint of honesty, determination, collaboration, self-respect and self-reflexivity. I am determined to act as a strong role model, and fundamentally believe in the necessity that I demonstrate in my own actions what I expect from others.

It is essential in the 21st Century that educators are able to deftly navigate the path between the richness of our past and the panoply of possibilities for the future. In the classroom I teach with respect for our establishment, yet present challenges to students to explore the relationship between what they are learning now and their own future – and consider the implications of this.

For many years my email signature has been appended with an exhortation written by Katherine Mansfield to “do the hardest thing”. My travel to London has been an embodiment of this, and as Mansfield did before me, I have gained tremendously both personally and professionally from pitting myself against the rigours of British society. In this time I have discovered my pride in being a New Zealander; I have proven that my educational ideas, incubated in New Zealand, have agency on the world stage and ultimately I have come to the conclusion that it is my country of origin to which I want to contribute my energy and passion. It is time for me to return home.

*“Risk! Risk anything! Care no more for the opinions of others, for those voices. Do the hardest thing on earth for you. Act for yourself. Face the truth.”*

[Katherine Mansfield]

## EMPLOYMENT HISTORY

### **THE LONDON NAUTICAL SCHOOL**

**LONDON, UNITED KINGDOM**

Head of Department for English

#### **April 2013 – Present**

The London Nautical School is a passionate and idiosyncratic boys' foundation school situated on the South Bank of the Thames in the heart of London. As such it represents all that is wonderful about London. Not only does it have a rich history (The Nautical was set up as a response to the sinking of the Titanic and resides in a unique old building in Stamford Street) but it also embraces the diverse, multi-cultural modernity of Europe's largest city.

#### **THE RESULTS**

In the first three years of my tenure in the role of Head of Department for English, our key performance indicator, the Year 11 GCSE English results, progressed from a previous total of 58% A\*-C in 2012 to 88% A\*-C in 2016. In achieving this we took no short-cuts, and it was achieved in the context of unprecedented turbulence in the parameters of the national English exam specifications. To provide some context, the National average pass rate for boys in these same examinations is currently 53% A\*-C.

#### **THE PEOPLE**

The department runs on a model that encourages a high degree of professional autonomy to the teaching team. As a result of the national recognition our You Choose class selection programme and Unlock Achievement badge-based assessment scheme has received, we attract the highest calibre of teachers. Everything we have achieved has started with the engagement and empowerment of the team, the results of which I feel immensely proud.

#### **THE PHILOSOPHY**

In my work as HOD of English at the London Nautical School I've had the opportunity to put my philosophies of education to test. I believe students thrive in environments where they feel they have agency. I consider the classroom to be the 'real world' and as such a venue for the most important work we can imagine a teenager can engage in. We focus a lot on 'the now' in our work at the Nautical School. Students should be offered meaningful choices in their learning and have to live with the consequences of these choices. Finally, and importantly, the students should encounter the toughest possible challenges in their everyday learning – and they should be supported to conquer these challenges – with no short-cuts.

As a school with a high proportion of students who come from backgrounds of disadvantage, and as a boys' school, the students are nationally classified amongst the lowest performing groups in English. The fact that our boys achieve well above national averages on every measure, and that there's no achievement gap between various groups in the cohort, is the most significant testament to the impact of our innovative ways of working. These are outlined in much greater detail in the innovation section of this résumé.

Teacher of English, Drama and Enrichment

### **September 2010 – April 2013**

In my role as a classroom teacher of English, Drama and Enrichment I worked with 8 different groups from Year 7 to Year 13.

Even at the beginning of what has been a significant chapter in my career as a teacher, The London Nautical School facilitated my engagement in a range of exciting areas of innovation and creative practice. These included: Working with the BFI and a group of students to create films submitted to the Cinematheque Francaise international project, and piloting the scheme of online journalling for students in the classroom called Edutronic.net. Edutronic has gone on to receive international recognition.

Due to my active collaborative practice, students in my classes consistently outperformed their cohort in attainment and always enjoyed their learning. My lessons were consistently judged to be outstanding by both internal and external observers.

## **EXTRA-CURRICULAR**

### **FILM CLUB**

For the past 5 years I have had the privilege of delivering an international film making programme run in association with the British Film Institute and the French film archive, the Cinémathèque Française.

#### **Film Club BFI**

London Nautical Students presenting their short film at a local festival at the British Film Institute

This is a film learning programme like no other. Groups of students from all over Europe, South America and even Cuba engage in a year-long study of film making. Each year a specific element of film "vocabulary" is set by the film critic Alain Bergala. Mr Bergala determines the curriculum for the programme and his chosen element forms the theoretical focus for the year's work. The students then pursue a rigorous process of viewing clips of films that demonstrate the

techniques in question, performing short filmed exercises to explore these techniques in practice, and reflecting on their own and each others work.

The club has frequently travelled to Paris and Edinburgh to present their films as part of international festivals in each city. You can investigate their work more via their dedicated website.

### **SAILING CLUB**

As a nautical school, we run an extensive sailing programme, including the Wednesday afternoon and Saturday sailing club. I provide on-water safety support for the club and as part of this have current safety boat and VHF radio certification.

### **EQUALITIES GROUP**

This group of students and teachers is responsible for developing, implementing and monitoring the equalities objectives for the school. We have worked with the board of governors to develop the school's long-term equalities objectives; we have delivered equalities CPD training to teachers; we run regular campaigns within the school, and consult with teachers on curriculum choices. We are also the only secondary school group to have participated in the 2015 and 2016 London Pride march.

### **SOUTHBANK TEAM TRAINING**

Every week an intrepid group of students and teachers head out to the South Bank where I utilise all the public spaces and street furniture (and some of my knowledge from my previous life in the fitness industry) to run team fitness challenges.

### **DANCE CLUB**

A weekly club where a group of students work towards the creation of an entry into a borough-wide dance competition, Step Into Dance.

## **THE LEIGH TECHNOLOGY ACADEMY**

**DARTFORD, KENT, UNITED KINGDOM**

Teacher of English

**January – July 2010**

The Leigh Technology Academy, in Dartford, Kent, is a secondary school judged “Outstanding” by Ofsted in October 2009. It is a school infused with enormous vigour for innovation and the whole facility was literally engineered around modern principles of large-class, integrated learning in a technology-rich environment.

As a teacher I worked as part of a collaborative team with classes from Year 7 to Year 11. I was responsible for the English learning for two classes at Year 10 and Year 11 who were preparing for their GCSE assessment in both Language and Literature.

The experience of working at The Leigh has been a tremendous introduction to education in the UK. The similarities between it and the system in New Zealand far outweigh the minor differences, thus I found it easy to ‘hit the ground running’ in both the teaching and learning, and the wider school environment.

In the time since commencing work at the Leigh, some of the initiatives I have taken include; the implementation of an ability grouped intensive reading programme with the 60 Year 7 students, the running of a targeted GCSE revision programme and the training and support of colleagues new to the profession in the successful running of open-plan learning environments.

## **PROACTIVE HEALTH AND FITNESS**

**WANAKA, NEW ZEALAND**

Group Fitness Instructor

**April 2008 – December 2009**

After a hiatus of a couple of years after moving to Wanaka I re-started my work as an instructor of BodyAttack and RPM. I derived great pleasure from teaching these group fitness classes to people from the town - many of whose kids I also taught at school.

## **MOUNT ASPIRING COLLEGE**

**WANAKA, NEW ZEALAND**

Head of Department: English and Drama.

### **January 2005 – January 2010**

I could not have been more engaged in the role of teacher and academic leader than I was at Mount Aspiring College - and I could not have gained more from the experience.

Tucked in the Southern Alps of New Zealand, this school is privileged to have one of the most stunning natural environments at its doorstep. Inspired by this, we created a department that re-energised the teaching and learning of English for the 21st century.

As a review of the class web pages of the time will reveal, we turned everything on its head and placed the learner, and their curiosity, at the centre of our programmes. Entire courses were developed around themes such as “Future Dystopia” or “Teenage Anti-Hero” and the students chose the context and style within which they learned. The results in terms of both achievement and student engagement spoke for themselves - and this work formed the template on which my widely-recognised practice at the London Nautical School was founded.

The freedom of relative isolation and innovative attitude allowed us to explore some vital ways of integrating the learning from a range of curriculum areas. We embraced this autonomy and produced learning programmes that were influenced by industries such as journalism, online publishing and theatre.

In English, the traditional texts were thoroughly examined, but the insights gained by the students were taken to new dimensions.

### **EXTRA CURRICULAR**

#### **MULTISPORT AND TRIATHLON**

As a passionate sportsperson in my own right, it is natural that I managed and assisted to coach the students in this area. Our focus was on participation, but when students achieved competitive success there's an undeniable sense of achievement. Here's some evidence

#### **PERFORMING ARTS**

As the Head of Drama I was dedicated to developing this learning area in the school. When I took the position in 2005 there were 11 people in the senior programmes, and in 2009 the students in these elective Drama courses numbered 67 . Inevitably this involved extensive out-of-class involvements,

including supporting and directing student entries into the Sheila Winn Shakespeare competitions, assisting with the Stage Challenge and many public performances held in the local town hall.

### **FUTURE LEARNING**

I was the chair of a group of teachers from Mount Aspiring College who were developing innovative ideas about how we could tackle learning as a school in the 21st century.

### **OUTDOOR PURSUITS**

I was part of a group of teachers who supported the Year 9 outdoors camp every year. The camps involved experiences such as canyoning, abseiling, kayaking and multi-day tramping.

### **BOOTCAMP**

As part of a student support programme I ran a 'bootcamp' that encouraged young boys to get out of the confines of the school grounds and engaged in hard, fun, physical activity – to notably positive effect.

### **DEBATING**

The debating team that teachers in the English Department worked hard to develop made the semi-finals of the hotly contested Debating Competitions in 2008. Two students were selected for the regional development team.

## **CASHMERE HIGH SCHOOL**

**CHRISTCHURCH, NEW ZEALAND**

Teacher of English

**July 2003 – January 2005**

I strive for excellence as a teacher. The results of this were apparent in the responses from students, the measurable development in their learning, and the evaluation of my peers.

*[see appendix for a copy of a classroom evaluation, performed by the principal of Cashmere High School.]*



## **CHRISTCHURCH BOYS' HIGH SCHOOL**

**CHRISTCHURCH, NEW ZEALAND**

Teacher of English

### **May 2003 – July 2003**

The opportunity to work at Christchurch Boys' came after my final term at the New Zealand Graduate School of Education, during which I spent 7 weeks on teaching practice there.

I was privileged to take over some of the school's extension English classes at years 9 and 12. It was a great compliment to be entrusted with these students for a term, and I took every opportunity to develop my understanding of the special conditions that support learning development in high ability students.

## **LES MILLS WORLD OF FITNESS**

**CHRISTCHURCH, NEW ZEALAND**

Group Fitness Manager

### **June 1999 – September 2001**

As Group Fitness Manager of Les Mills Christchurch, I was responsible to the General Manager for all financial planning and control within my department, personnel (recruitment, employment, training and performance management), internal marketing, rostering, membership satisfaction and facility management.

Group Fitness Instructor.

### **1996 – 2005**

I taught a number of fitness classes at the local Les Mills gym. I like it so much that I had to push myself to place it in the 'work experience' part of this resume.

I'm a fully certified instructor of the Les Mills programmes BodyAttack, RPM and Bodycircuit. I'm an experienced National instructor trainer and I regularly present classes and training sessions at South Island training workshops.

## **CANTERBURY STUDENT BROADCASTING LTD**

**CHRISTCHURCH, NEW ZEALAND**

General Manager

### **1993 – 1998**

As General Manager of Canterbury Student Broadcasting Limited, I was responsible to the board of directors for all financial planning and control, personnel (employment, training and performance management), strategic planning, innovation and day to day operations of its radio station and other media.

CSBL operated the radio station “rdu”, the Christchurch member of “b.net”; the NZ Student Radio Network, of which I was the chair; “Volume Magazine”, a free Christchurch community and culture publication and the “alternate” website.

*[See appendix for a copy of my written reference from the Board of Directors]*

## **RADIO 1, 91FM**

**DUNEDIN, NEW ZEALAND**

Full-time News Editor

### **July 1992 – October 1993**

As News Editor I was responsible for the running and monitoring of all news broadcasts. I was directly responsible for the 60 volunteers who worked in my area.

Alongside the tasks of my specific job I was part of the Radio One Management Collective and responsible for: the planning (strategic and budgetary-including grant applications), appointment of staff, relationship with our employer the Otago University Students’ Association, internal communication, the maintenance of our equal opportunity policies, and the daily and long-term success of the station.

Part-Timer

### **January-June 1992**

Tasks: Various, including: sound engineering, copy-writing, interviewing/ announcing, record shelve...

Volunteer

**1986-92**

Tasks: News-reading, announcing, Ski-report co-ordinator, trainee engineer.

## REFERENCES

### **The London Nautical School**

Waterloo, London. SE1 9NA. Phone +44 020 7928 6801:

- **Andrew Bull**

- *Headmaster, The London Nautical School (incoming: Sept 2016)*
- abull@nautical.lambeth.sch.uk

- **John Taylor**

- *Deputy Headmaster, The London Nautical School*
- jtaylor@nautical.lambeth.sch.uk

- **Dr Laura Ovenden**

- *Ex-Head of Department for English, The London Nautical School (to April 2013)*
- laura.ovenden@gmail.com

- **Parent References**

- Lesley Mackay
- lesley@lesleymackayassociates.com Phone +44 20 7404 8637

## Educational Record

### **NEW ZEALAND GRADUATE SCHOOL OF EDUCATION**

**CHRISTCHURCH, NEW ZEALAND**

- Graduated: June 2003.
- Diploma in Secondary Teaching. (Dip Tch Sec)

### **UNIVERSITY OF OTAGO**

**DUNEDIN, NEW ZEALAND**

- Matriculated: 1989 – Graduated: 1992.
- Degree: Bachelor of Arts

Major: **English** (including: first-year papers in **Classics, Philosophy** and **Economics; Drama** at second-year level)

### **OTAGO BOYS' HIGH SCHOOL**

**DUNEDIN, NEW ZEALAND**

- 1984 – 1988
- Bursary: A Pass
- Awards: 1988 Blue for Drama.

## Publications

### **NATIONAL ASSOCIATION FOR THE TEACHING OF ENGLISH – PROFESSIONAL JOURNAL: “TEACHING ENGLISH”**

- Article 1: “Why I’m out in the classroom”
- Article 2: “Stick a Badge on it”

### **“DOING TEXT”**

See online for a copy of: A chapter in this book concentrating on “Online Texts”



November 27, 2009

**To Whom It May Concern:**

**Re: Christopher Munro (Waugh)**

Chris Waugh was appointed to a full time teaching position in English January, 2005 and was since appointed as Head of Department in English and Drama in January, 2007.

Chris was selected ahead of a large field of applications. We recognised his passion, not only as an excellent classroom practitioner, but also as someone who would be involved in the wider picture of the college. He has well and truly repaid us for our faith in him as he has been extremely successful in both of these roles over the last five years.

As a classroom teacher Chris is outstanding. He always has an excellent rapport with his students which is based on mutual respect. Chris has a very caring nature and a sincere personality which results in his students trusting him implicitly. He expects and demands high standards from his students. He delivers a differentiated programme, which understands and values the many needs of individual students within his classes.

The development of the English and Drama departments at the college is a credit to Chris and his colleagues. Drama was in its infancy when Chris was appointed and is now successfully imbedded as part of the Mount Aspiring curriculum. Chris has taken a leading role in ensuring that students have clear alternatives in the performing arts through to Level Three status in the New Zealand curriculum. Chris has mentored and directed students in a range of very successful dramatic productions.

Chris's leadership in English has been outstanding. The English department is nationally recognised for its innovation and vitality in integrating learning from a range of curriculum areas. He has been instrumental in developing electronic networking within the college and this lead has now been embraced in other curriculum areas. Chris's own passion for electronic communication has seen the profile of the department rise nationally and is now regarded as a model for best practice.

Chris's skills weren't just confined to the English and Drama departments however. Possessing very good 'big picture' skills, his opinion amongst all of the staff is well regarded and respected and he involves himself fully in all aspects of the college. He has lead the college's future learning group which had been charged with researching innovative learning strategies for the college to consider. This leadership culminated in him chairing a whole school professional development day on integration in

preparation for the implementation of the new curriculum. The success of this day was due in no small part to Chris's ability to involve and support staff while ensuring the focus was never lost.

Chris has always been willing to involve himself in a range of extra curricular activities. He has given much of his own time to assist with multi sports, debating, drama festivals and has also mentored individuals through 'boot camp' fitness runs.

Chris is passionate about assisting young people in believing in themselves. He has been willing to put in hundreds of hours listening, coaching, prompting and encouraging his students. As a principal I have also asked him to mentor individuals as part of our pastoral care system. He has accepted this responsibility with relish and I am full of admiration for the time and care students have received from him.

Chris is totally dedicated to his work and he places an enormous amount of his personal time to ensure students have the necessary feedback to strive for excellence.

Chris is both admired and respected by the staff and students alike. He has an infectious personality which can never be ignored. He will challenge conventional thinking through rigorous debate but at the same time he is very supportive of the college. Chris is scrupulously fair and consistent and his students always know they will get the greatest attention and support if needed.

There is no doubt that Chris Waugh will remain one of the key personalities in the evolution of this college and he will be sorely missed while overseas.

I would not hesitate to employ Chris Waugh at any time and I unreservedly recommend him for any future position.



Wayne Bosley  
Principal



24<sup>th</sup> August 2009,

To Whom It May Concern:

Reference for Chris Waugh

Chris is a highly intelligent and passionate educator who delights in creating an environment of learning within his classroom and throughout the school. Pedagogically Chris is well thought out and deliberate and through this he brings English and Drama alive, empowering his students to be capable learners for life.

He relates very well to the students, establishing meaningful relationships and gaining their respect. Students are eager to be in his classes and respond to the obvious care he has for them as individuals. Chris gives generously of his time mentoring a wide range of students such as elite athletes, gifted students and students in need of pastoral care. He helps them develop as individuals and to perform at their best in a diverse range of interests.

As Head of the English and Drama Departments Chris has encouraged a wide variety of staff to continue to develop professionally. He is prepared to listen to feedback and support staff as they work together to explore greater ways to engage students and teach effectively.

Chris has a clear vision for education which places students and their learning at the forefront of everything we do as a school. I asked him to lead a representative group of staff which was established to consider the future direction for education at Mount Aspiring College. His foresight for what education could look like is challenging and exciting and something which Mount Aspiring College has benefited from.

I have thoroughly enjoyed working with Chris and appreciated the way he works towards the clear vision he has for education, enthusiastically challenging others to join him. Chris is an outstanding teacher and a passionate leader who will leave no stone unturned as he continues to explore ways to develop students further.

Regards,

Greg Thornton  
Deputy Principal  
Mount Aspiring College



**Chris Waugh**

**Year 10 English, Friday 18 June 2004, period 1 Creative Writing**

Chris, it was a pleasure to be able to observe your teaching of this class.

The picture book story was a superb way to begin the lesson – the students were enthralled by the story and the discussion of it. All students were totally engaged – Level 1 on the Full Attention Scale.

This was followed by the students working on their own creative writing. You allowed discussion amongst the students and this was always work related discussion.

I spoke with several students about English and school work generally. Without exception all students rated you their best teacher and English their best subject.

Well done Chris. Your teaching is inspirational.

Dave Turnbull  
Principal

21 June 2004

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98 RDU RADIO

April 18, 1999

### To Whom It May Concern

Christopher Munro has been employed by Canterbury Student Broadcasting Ltd. as the rdu Station Manager since October 1992.



RDU INTERNET

Chris took over a radio station which was struggling with no Sales Rep or Station Manager for a period of 5 months. In a short period of time, Chris was able to bring together a group of people who were struggling for direction and provide them with focus.



VOLUME MAGAZINE

Over the following seven years, Chris grappled with, and gained control of the finances of rdu, with the result that rdu has obtained a consistent surplus in recent years. After obtaining assistance from the company accountants in the initial year of his tenure, Chris was able to be largely independent of financial advice in the remaining time with rdu.

Chris was instrumental in bringing together a group of people who were capable of pulling in different directions with the result that rdu functions largely under a federation model rather than the more traditional organisation structure. This has contributed considerably to the success of a business which is very dependent on the support and loyalty of it's staff, full time and volunteer.

Chris's strengths lie in his people and financial management and he can be expected to work best in settings where a wide range of tasks are expected of him, and where people contact is important.

Chris left rdu in February 1998 and will be missed for his enthusiasm and ability to motivate people.

The CSBL Board wishes him well in his future endeavours and thank him for his work in making rdu a successful business.

Andrew Glennie  
Director  
for Canterbury Student Broadcasting Ltd.

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### **Reference for Christopher Waugh – September 2016**

I have collaborated closely with Chris as a parent since my sons Alex and Barnaby (aged 18 and 16) entered London Nautical School. Chris has been English teacher to both boys and also Form Tutor to my younger son, Barnaby for the last 5 years.

#### **Chris as an English teacher**

With a degree in literature myself (though French and German not English!) I was keen for my boys to be enthused by language and literature. Chris's teaching has brought out the best in them and under his guidance they have achieved amazing results both in creative writing and analysis of texts. Chris has encouraged and challenged them to improve constantly through his methods of teaching and feedback. He has made English lessons enjoyable by encouraging active participation.

His innovative techniques using film and drama to explore literature have left a lasting impression. I still remember the enthusiastic group of Year 8 students who improvised and filmed a stabbing scene from Romeo and Juliet in the stairwell of my block – this was homework and they will always remember it. Likewise, London's South Bank has never quite recovered from the various enactments of the Ancient Mariner performed in dramatic style by a bunch of London Nautical teenagers. Chris has a knack of understanding the buttons to press on a teenager though his use of technology that supports rather than hinders the learning. Film Club was an amazing experience for my younger son – the weekly meetings where they developed their scripts, acted and filmed their stories were sacrosanct and culminated in two fabulous trips to international film festivals in Edinburgh and Paris, which were learning experiences in themselves.

Both boys achieved an A\* grade in English Literature GCSE exams (age 16) and impressed me with their commitment to perfecting their course work under Chris's guidance. He set them tough challenges and they rose to it.

#### **Chris as a form tutor /mentor /role model**

As a widowed parent bringing up two boys I wanted to ensure they had good strong male role models and a mentor to support them through their school years. Chris has done this brilliantly. Over the last 5 years he has guided Barnaby through the potential pitfalls of the teenage years, helping him to develop into a mature and confident young man. He has been particularly close to Barnaby's friendship group who have benefited hugely from activities generated together such as the Equalities group, which has developed their sense of justice, encouraged them to question their values and given them a forum to tackle challenging social issues. The culmination of this was when we represented the school in the annual Pride march – parents, teachers and pupils together.

Chris has steered both boys through difficult decisions, helped them set priorities and always supported them emotionally when needed. From the start he encouraged close parental co-operation which has been a great support to me too. They have been lucky to have such a great role model in him.

Lesley MacKay

[lesley@lesleymackayassociates.com](mailto:lesley@lesleymackayassociates.com) +44 20 7404 8637

Mr Waugh is the teacher every parent hopes their child will have. He is an inspirational teacher, who is interested in every child achieving their potential. English has been my son's great passion, both in terms of reading and writing. I know Jack feels all that he has learnt from Mr Waugh will stay with him.

I think one of Mr Waugh's key achievements is the way he ensures the boys take ownership of their own learning. That motivation has been important in Jack achieving his potential. Part of that is the innovative teaching methods Mr Waugh & the English department employs, the interactive way the boys write online – with each of them keeping a blog - and getting feedback from both teachers and parents, as well as their peers. It extends to encouraging the boys to think about what they are going to study and understand their learning styles, their strengths and weaknesses. This benefits them in every subject, not just in English.

I would also want to stress the inclusive nature of Mr Waugh's approach. He really is about getting the best from every child. It has been inspiring to see the 'Showcase' which the English & Drama Department organise with the Music Department. To see, for example, the boys performing Shakespeare, sometimes when they are just learning English themselves, is really moving for all the parents to see.

At every stage I feel my input as a parent has been welcomed and encouraged, Mr Waugh works closely with parents in a way that really benefits the boys learning. He does this in a variety of ways, through the blogs, but also through 'town hall meetings'. He has organised these meetings regularly to get the parents and boys to meet together and feedback on the experience of teaching and input into planning for the next academic year. The whole of the English & Drama Department has been involved in this. The way the department works is evident whenever you meet them. The way all the staff in English & Drama interact with parents at the parents evenings make them such a worthwhile experience. I think I speak for every parent when I say how good it is meet with teachers that really know your child, and are able to explain to us, but very importantly to them, what they need to do to take the next step in their learning.

Mr Waugh has also made himself available to meet with me whenever I have had concerns. The school had agreed that Mr Waugh would become Jack's mentor on the basis of finding ways of extending my son's learning earlier in his school career. When Jack encountered difficulties in his final year before GCSEs Mr Waugh played a key role in supporting Jack. He provided pastoral support and strong academic advice. It was not always what Jack wanted to hear, but it proved to be absolutely what my son needed. I trust Mr Waugh's professional experience absolutely, I know my son feels the same. The way I was able to work closely with staff to support Jack, an entirely joined up approach, was central to my son getting well, as well as his success in this GCSEs and his A\* in English.

The final point I would like to make is the Mr Waugh is genuinely a leader, in the best sense. This is visible in his leadership of the department, but in his interaction with the boys. Jack has learnt valuable lessons for life in terms of how to interact with the whole school community. Mr Waugh has encouraged them to be part of the life of the school, to find their voice and to feel it is their school. This has happened through the encouragement Jack and his friends had from English and Music in setting up a band and very importantly the formation of the Equalities Group in LNS and all that that has involved in terms of relating to their peers and to staff, and the impact it has had on the school.

Jane Elderton

## Reference for Chris Waugh

Teacher of English, London Nautical School Sept 2010-April 2013

I had the pleasure of appointing Chris Waugh to the position of teacher of English at London Nautical School fully aware that he was highly qualified and very experienced. As Head of Department, I had three ex-HoDs within the department, which might seem daunting, yet from the very beginning Chris was most supportive of the changes I wanted to make.

We moved from teaching groups based on ability setting to mixed ability groups. Although not unusual in New Zealand, in the UK we were swimming against the tide with this initiative. We also wanted to allow teachers to demonstrate their professionalism through the choices they made in their curricular design. This is also not the norm in UK schools. It was extremely useful to ask Chris for the perspective of a NZ-educated teacher in many of these matters as there have been many changes to education in the UK in recent years.

As an experienced classroom teacher, Chris was able to develop projects which were central to the strategic vision of the department in a way that I as HoD did not have the time or expertise to do. These projects included one which Chris inherited. He collaborated with a colleague from King's College, Laurie Smith, so effectively that the project Let's Think English has been huge success.

A second project with Exeter University called Grammar for Writing was something I as HoD decided would be excellent Continuing Professional Development for the whole department. As often happens, some members of staff did not make the most of this unique opportunity (funded by the Economic Social Research Council) but Chris once again committed himself fully to the year-long project and the resulting teaching materials he produced are extraordinary.

In addition Chris developed the open-access online blogging which became central to the authenticity of the learning experience in the department. He spent an inordinate amount of time resolving IT issues for the benefit of the whole department. The generosity he showed with his time, resources and support was impressive.

Chris Waugh has been a huge asset to the English Department of London Nautical School and went on to develop further the ethos we valued when he led the department after my departure. His energy, enthusiasm and intellect are second to none.

Dr Laura Ovenden

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